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ABSTRACT

The central purpose of this research was to provide vocational educators in general, and agricultural educators in particular, with insights into the occupational aspirations, expectations, and interests of rural male seniors. Specific objectives of the research were (1) to compare occupational aspirations, expectations, and interests of seniors who had 1 or more years of vocational agriculture (vo-ag) instruction to those who had no such instruction and (2) to study factors relating to occupational aspiration/expectation differentials among and between vo-ag and non-vo-ag seniors. Data were gathered from 517 seniors principally from classroom questionnaires administered during April and May of 1967 by vo-ag instructors or counselors. Two groups formed the basis for analysis. The first group was composed of 117 non-vo-ag seniors, and the second group was composed of 400 vo-ag seniors. Analysis was conducted by employing the chi-square statistical technique in 3 major phases. The first phase consisted of analyzing the occupational interests of seniors. In the second phase, the occupational aspirations and expectations of seniors were analyzed. In the final phase, factors related to occupational aspiration/expectation differentials among and between vo-ag and non-vo-ag seniors were analyzed. Some of the findings were that seniors in the vo-ag group indicated highest degrees of interest in being employed in the agricultural, construction, manufacturing, and transportation and utilities industries and that seniors in the non-vo-ag group indicated highest degrees of interest in being employed in the construction, government, and manufacturing industries. (LS)

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CAREERS OF RURAL MALE HIGH SCHOOL SENIORS IN MISSISSIPPI:

A Study of Occupational Interests, Aspirations, and Expectations

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By

James F. Shill

Research Coordinating Unit for Vocational-
Technical Education
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PREFACE

The Social Science Research Center (SSRC) at Mississippi State University supports various projects in its program of research in OCCUPATIONAL EDUCATION AND MANPOWER DEVELOPMENT. Each of these projects is focused upon the derivation of information that will be useful in the development of human resources. Information derived thus far in this research program is included in the following publications:

1. Influential Factors Concerning Human Resources in Mississippi, by James E. Wall. Preliminary Report 11, Education Series 1.
2. Research in Home Economics Gainful Employment: Five Pilot Projects in Mississippi -- 1965-66, by Mildred R. Witt and James E. Wall. Preliminary Report 15, Education Series 2.
3. Employment Opportunities and Competency Needs in Nonfarm Agricultural Occupations in Mississippi, by James E. Wall, Obed L. Snowden and A. G. Shepherd, Jr. Preliminary Report 16, Education Series 3.
4. Educational Aspirations, Expectations, and Abilities of Rural Male High School Seniors in Mississippi, by James F. Shill. Report 24, Education Series 4.
5. CAREERS OF RURAL MALE HIGH SCHOOL SENIORS IN MISSISSIPPI: A Study of Occupational Interests, Aspirations, and Expectations, by James F. Shill. Report 26, Education Series 5.

This report summarizes the major findings of a comprehensive study of 517 rural male high school seniors' search for occupations. Information contained in this report is presented to gain insights and understandings

of some of the background forces which may play significant roles in influencing youths' occupational aspirations, expectations and interests. It is designed to increase the knowledge of persons involved in helping guide rural youth through different phases of the occupational choice process. The reader may also use the information presented herein with certain limitations for curriculum revision.

The consultations, experiences, skills and insights of numerous individuals were utilized by the researcher during the conduct of this study. Very special acknowledgements are due to Dr. James E. Wall, Director RCU, Mississippi State University (MSU); Dr. O. L. Snowden, Professor and Head of Agricultural Education, MSU; Dr. C. L. Mondart, Sr., Director of the School of Vocational Education, Louisiana State University (LSU); Dr. J. C. Atherton, Professor of Agricultural Education, LSU; Dr. C. M. Curtis, Professor of Agricultural Education, LSU; Dr. J. H. Hutchinson, Associate Professor of Agricultural Education, LSU; and Dr. Sam Adams, Professor of Education (statistician), LSU. Acknowledgement is also expressed to Mrs. Linda Jabri and Mrs. Mary Beth Moore for typing of the report and Mrs. Nannie Carol Booth for coding and clerical assistance.

J.F.S.

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I. INTRODUCTION

In Mississippi each year many male seniors spend much of their time in serious thought about the selection of an occupation. By graduation many will have in focus some specific occupation, while others will still be in the scanning process. However, the attainment of the occupation, whenever the selection is made, will have an important influence on the other aspects of the individual's over-all life.

The phenomenon by which an individual in American society moves through a maze of different occupational possibilities before making a definite decision about an occupation has long been the center of investigation. Several research fields have contributed to the present knowledge of the phenomenon. Among these are studies by sociologists, psychologists, vocational educators, and guidance personnel (see Selected References at the end of this report).

Defining the Occupational Choice Process

In many societies an individual inherits his occupation from his family's standing in the community. This is not so in American society; the individual generally makes his own occupational choice after undergoing the choice process.

Much work has been conducted by sociologists on defining the occupational choice process. Some authorities on the subject have divided the occupational choice process into three periods similar to those established by Caplow:[1]

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1. Theodore Caplow, The Sociology of Work (Minneapolis: University of Minnesota Press, 1954), pp. 226-27.

1. The period of fantasy choice--extends from early childhood to puberty when the youngster chooses the most spectacular and unchildlike roles: cowboy, policeman, doctor, baseball player and exlporer. Fantasy choices are made in terms of pleasurable activity, not as adjustment to reality.

2. The period of tentative choice--comes in early adolescence and is characterized by the individual's recognition of the problem of deciding on a future occupation. Choices made during this period are serious, but are seldom translated directly into effective activity.

3. The period of realistic choice--which follows sooner or later--is made with the intention of realizing the choice in actuality. This period is characterized by the difficult compromise between the aspirations of the individual and the opportunities offered in his environment.

As the individual undergoes the three periods of choice, usually over a ten-year period as reported by Ginzberg,[2] many compromises are made. Super[3] theorizes that an individual's preferences and competencies are in a constant state of flux, which in turn causes a continuing process of choice and adjustment. Perhaps no other group of students in high school is more aware of the process than those about to graduate.

The decision evolving from the process will affect the community, the state, the nation, as well as the individual. If a wise occupational decision is reached, both the individual and society will benefit. However, when an individual makes an unwise occupational decision, both he and society lose. Because of the varied values, backgrounds, interests, preparations, desires, and opportunities of individuals many students may tend to settle on occupations in which they are underemployed.

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2. Eli Ginzberg, "Toward a Theory of Occupational Choice," Personnel and Guidance Journal, Vol. 30 (1952), pp. 491-494.

3. Donald E. Super, "A Theory of Vocational Development," American Psychologist, Vol. 8 (1953), pp. 185-190.

Because the occupational decisions made by Mississippi youth are so important to them, as well as to their state, (progress in a state is dependent to a great extent upon the occupational skills possessed by its population) it was deemed desirable to study possible correlates which could be compared with previous research.

Previous studies (see Selected References at the end of this report) in other states give strong indications that differences do exist among occupational aspirations, expectations, and interests of rural youth. The enumeration of factors which are significantly associated with the occupational aspirations, expectations, and interests of rural youth could be extremely valuable to persons who counsel students in Mississippi about their occupational decisions.

The Problem and Objectives

This study was concerned with determining and analyzing the difference among occupational aspirations, expectations, and interests of rural male seniors based upon their participation or non-participation in high school vocational agriculture programs. Also, an attempt was made to develop a framework for identifying some of the personal, economic, occupational, and social factors that apparently influence the students' occupational aspirations, expectations, and interests.

It was the central purpose of this research to provide vocational educators in general, and agricultural educators in particular, with insights into the occupational aspirations, expectations, and interests of rural male seniors. The study also focused upon related factors which might play important roles in the occupational aspirations, expectations, and interests of seniors. With findings of this study it is hoped that a

more realistic approach may be made to counseling individuals relative to their occupational decisions.

Specific objectives of the research were: (1) to compare the occupational aspirations, expectations, and interests of seniors who had one or more years of vocational agriculture (vo-ag) instruction to those who had no such instruction; and (2) to study factors relating to the occupational aspiration/expectation differentials among and between vo-ag and nonvo-ag seniors.

II. RESEARCH METHODOLOGY

Theoretical Frame of Reference

For this study a senior was conceptualized as a decision-maker who was in the realistic choice period of the occupational choice process. It was assumed that occupational aspirations, expectations, and interests of seniors were influenced by their values, their peers, their opportunities, their schools, their experiences, and their families.

Research Design and Method

Data were gathered principally from classroom questionnaires administered by vo-ag instructors and/or counselors (selected for their rapport with the respondents) during April and May of 1967. All rural male seniors who were present during the class period selected for administration of the questionnaire were asked to participate in the study. Most agreed to do so, but some did not complete the questionnaires and were omitted from the study, leaving a total of 517 seniors who were included. Of this number 400 had one or more years of vo-ag instruction and 117 had received no vo-ag instruction.

Of the 266 high schools with vo-ag programs during the 1966-67 session in Mississippi, 33 (12.4 percent) were selected for inclusion in a restricted random sample. The 33 high schools represented 31 of 82 counties within the state. Most areas in the state were adequately represented.

Analytical Design and Method

Two groups formed the basis for analysis in this research. The first group was composed of 117 nonvo-ag seniors, and the second group was composed of 400 vo-ag seniors.

The analysis was conducted in three major phases. The first phase consisted of analyzing the occupational interests of seniors. In the second phase, the occupational aspirations and expectations of seniors in the sample were analyzed. In the final phase, factors related to the occupational aspiration/expectation differential among and between vo-ag and nonvo-ag seniors were analyzed.

This report presents information in the form of percentage distributions, upon which tests of significance were made. Indicated levels of significance were obtained by employing the chi-square (X^2) statistical technique. The chi-square test was considered significant at the .05 level in this report.

III. FINDINGS

A. Industrial and Occupational Interests

As a background for analyses of occupational aspirations and expectations of individuals included in this study, an overview of their occupational interests was undertaken. This section of the report deals with the specific interest variables.

What happens to an individual's interests as he moves through the three periods of the occupational choice process? His interests are subjected to forces within his environment which tend to mold or change them as he progresses through the choice process. In previous research,[4] parents' plans and interests were found to affect the children's aspirations and self-concepts. Youmans[5] reported that the interests of youth are related to numerous social factors, which include school experiences, work experiences, and social stratification. Occupational interests are modified greatly by young persons who have gained work experience by holding jobs.[6]

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4. R. C. Anderson, R. G. Mawby, J. A. Miller, and A. L. Olson, "Parental Aspirations: A Key to the Educational and Occupational Achievement of Youth," Research Summary: Factors Relating to Occupational and Educational Decision Making of Rural Youth (Lincoln: University of Nebraska, North Central Region Agricultural Experiment Station and the Nebraska Occupational Education Research and Coordinating Unit, Department of Agricultural Education, April, 1967), p. 23.

5. E. G. Youmans, "Social Factors in the Work Attitudes and Interests of 12th Grade Michigan Boys," Journal of Educational Sociology, Vol. 28 (Sept., 1954), pp. 35-48.

6. R. M. Bateman, "The Effect of Work Experience on High School Students' Vocational Choice," Occupations, Vol. 27 (1949), pp. 453-456; G. H. Edlefson and M. J. Crose, "Teen-Agers' Occupational Aspirations," Research Summary: Factors Relating to Occupational and Educational Decision Making of Rural Youth (Lincoln: University of Nebraska, North Central Region Agricultural Experiment Station and the Nebraska Occupational Education Research and Coordinating Unit, Department of Agricultural Education, April 1967), p. 11.

As one begins to focus upon the interests of individuals it soon becomes apparent that each individual's interests are closely entwined with his self-concepts. A previous study[7] concluded that occupational interests may well arise from attempts by an individual to develop and implement his concepts in relation to the world of work. However, it also is acknowledged by other research[8] that occupational interests may have unconscious roots that defy rationality.

The exploration of the respondents' occupational interests centered around their own conceptualizations of their interests instead of those measured by anyone of the many validated occupational guidance instruments. Previous research[9] indicates that a wide discrepancy may exist between the conceptualized and the measured interests of students.

Industrial Interests

Respondents in both the vo-ag and nonvo-ag groups were requested to indicate their degrees of interest in the nine major industrial groups on an occupational interest index. In the index each respondent rated his occupational interests in the industrial groups as being: (1) Much, (2) Some, (3) Little or (4) None. Group responses are depicted in Table 1.

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7. D. H. Blocker and R. A. Schutz, "Relationships Among Self-Descriptions, Occupational Stereotypes, and Vocational Preferences," Ibid., p. 25.

8. B. R. Forer, "Personality Factors in Occupational Choice," Ibid., p. 24.

9. E. W. Waters, "Vocational Aspirations, Intelligence, Problems and Socio-Economic Status of Rural Negro High School Seniors on the Eastern Shore of Maryland, Their Implications for Vocational Guidance," Occupational Status Orientations of Rural Youth (College Station: Texas A & M University, Report No. 66-3, September, 1966), p. 51.

Table 1. Comparison of Seniors, by Interests in Industrial Employment, According to Participation in Vo-Ag Instruction

Industry	Rating of Interest: High Degrees Much	High Degrees Some	Low Degrees Little	Low Degrees None	Chi Square Value	Level of Significance
	Percentage of N					
Agriculture						
NonVo-Ag (N=117)	4	33	36	27	977.59	.01
Vo-Ag (N=400)	33	49	14	4		
Total (N=517)	27	45	19	9		
Construction						
NonVo-Ag (N=117)	20	41	27	12	50.47	.01
Vo-Ag (N=400)	24	53	19	4		
Total (N=517)	23	50	21	6		
Finance, Insurance & Real Estate						
NonVo-Ag (N=117)	7	35	45	13	40.57	.01
Vo-Ag (N=400)	7	28	41	24		
Total (N=517)	7	30	42	21		
Government						
NonVo-Ag (N=117)	14	41	31	14	10.80	.05
Vo-Ag (N=400)	16	35	30	19		
Total (N=517)	16	37	30	17		
Manufacturing						
NonVo-Ag (N=117)	4	45	33	18	51.28	.01
Vo-Ag (N=400)	11	42	35	12		
Total (N=517)	9	43	35	13		
Mining						
NonVo-Ag (N=117)	1	10	38	51	28.72	.01
Vo-Ag (N=400)	2	18	30	50		
Total (N=517)	1	16	33	50		
Service & Miscellaneous						
NonVo-Ag (N=117)	11	34	36	19	14.75	.01
Vo-Ag (N=400)	8	29	38	25		
Total (N=517)	8	30	38	24		
Retail & Wholesale Trade						
NonVo-Ag (N=117)	9	28	43	20	9.38	.05
Vo-Ag (N=400)	7	32	37	24		
Total (N=517)	8	31	38	23		
Transportation & Utilities						
NonVo-Ag (N=117)	9	31	41	19	31.98	.01
Vo-Ag (N=400)	11	42	30	17		
Total (N=517)	11	40	32	17		

Agricultural Industry Interest. When the two groups were compared as to interest in becoming employed in agriculture a highly significant difference ($P < .01$) was observed between the vo-ag and nonvo-ag seniors. As expected, seniors who had participated in vo-ag programs in high school demonstrated more interest in agricultural occupations than those who had not participated in such programs. Not expected, however, was the finding that over one-third of the nonvo-ag seniors revealed interests in agricultural occupations. In light of this finding one might ask, "Why have these students with interests in agricultural occupations not participated in vo-ag programs?" A partial answer to this question may well lie in the existing school atmosphere. In too many schools a student who desires a professional occupation (even if it is in agriculture) is too often channeled away from any type of vocational program and into a strictly college preparatory curriculum without regard for his interests. Research conducted by Pierce,[10] Long,[11] and others has indicated that students who participate in vo-ag programs in high school generally equal or excel the achievement in college of students who participated in strictly college preparatory curriculums.

Construction Industry Interest. Most seniors in the vo-ag group and many seniors in the nonvo-ag group indicated high degrees of interest in

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10. Dewey Pierce, "The Relationship of Vocational Agriculture Experience to Scholastic Achievement at the Ohio State University," Summaries of Studies in Agricultural Education (Washington, D.C.: Department of Health, Education and Welfare, Office of Education, Supplement No. 15, Vocational Division Bulletin No. 300, Agricultural Series No. 78, 1962), pp. 36-37.

11. James S. Long, "Scholastic Achievement of High School Vocational Agriculture Students in College Engineering Curriculum," Summaries of Studies in Agricultural Education (Washington, D.C.: Department of Health, Education and Welfare, Office of Education, Supplement No. 12, Agriculture Series No. 72, 1958), pp. 30-31.

being employed in the construction industry. This interest may well be based upon two important factors: (1) the above average increase in employment opportunities predicted by the United States Department of Labor,[12] and (2) the average minimum hourly wages received by building-trade union member (bricklayers, $5.04; carpenters, $4.74; painters, $4.46; plumbers, $5.08; and paperhangers, $4.37).[13] A highly significant difference ($P < .01$) was detected when the relationship between interest in being employed in the construction industry and participation of seniors in vo-ag programs was tested. Increased interest in construction employment by the vo-ag group may well be the result of the emphasis placed on shop in today's vo-ag programs. One possible solution for the high degree of interest shown by the nonvo-ag group (college preparatory curriculum) in the construction industry may well be that many are planning careers in some phase of engineering.

Finance, Insurance and Real Estate Industry Interest. Less than one-half of both the nonvo-ag and the vo-ag groups indicated high degrees of interest in this industry for future employment. However, more seniors in the nonvo-ag group than the vo-ag group indicated high degrees of interest in finance, insurance and real estate employment. A highly significant difference ($P < .01$) was observed when the relationship between interest in the industry and seniors' participation in vo-ag programs was tested. What makes this difference? Perhaps the answer may be found in high school subjects completed by seniors in high school.

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12. U. S. Dept. of Labor, Occupational Outlook Handbook (Washington, D.C.: U. S. Department of Labor, Bulletin No. 1450, 1966-67 Edition), p. 13.

13. "Latest on Career Opportunities for Young People," U. S. News and World Report, Washington, D.C., Vol. LXIX, No. 21 (May 20, 1968), pp. 101-102.

One might assume that since seniors in the nonvo-ag group were enrolled in business subjects more often than those in the vo-ag group, this might constitute reason for the increased interest in finance, insurance and real estate occupations by the nonvo-ag group.

Government Interest. Slightly over one-half of both the nonvo-ag and vo-ag groups reported high degrees of interest in governmental employment. This interest may well be heightened by the U. S. Department of Labor's[14] prediction that in the coming decade government will be a major source of new jobs, with as much as a 50 percent increase in employment. A slightly greater proportion of the nonvo-ag group than the vo-ag group reported high degrees of interest in government employment. When the relationship between interest in government employment and participation of seniors in vo-ag programs was tested, a significant difference ($P < .05$) was indicated.

Manufacturing Industry Interest. Approximately one-half of both the vo-ag and nonvo-ag groups expressed high degrees of interest in manufacturing employment. This may well be because of the small industries located near their homes. It is predicted[15] that there will be a slight increase in over-all manufacturing employment; however, employment in some industries (petroleum, leather, and textile mill products) may decline. Some of the geographical areas included in the study contained these types of industries. Perhaps a decline in local manufacturing employment could also lead to a decline in interest in this type of employment. More seniors in the

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14. U. S. Department of Labor, op. cit., p. 14.

15. Ibid.

vo-ag group than the nonvo-ag group indicated high degrees of interest in manufacturing employment. A highly significant difference ($P < .01$) was detected when the relationship between interest in manufacturing employment and seniors' participation in vo-ag programs was tested.

Mining Industry Interest. Few Seniors in both the vo-ag and non-vo-ag groups indicated high degrees of interest in mining employment. However, more seniors in the vo-ag group than the nonvo-ag group were interested in mining employment. A highly significant difference ($P < .01$) was noted when the relationship between interest in mining employment and seniors' participation in vo-ag programs was tested.

Service and Miscellaneous Industry Interest. More nonvo-ag than vo-ag seniors indicated high degrees of interest in service and miscellaneous employment. However, less than one-half of both groups indicated high degrees of interest in this type of employment. A highly significant difference ($P < .01$) was detected when the relationship between interest in being employed in the service and miscellaneous industry and participation of seniors in vo-ag programs was tested.

Retail and Wholesale Trade Interest. Less than two-fifths of both the nonvo-ag and vo-ag groups indicated high degrees of interest in being employed in retail and wholesale trade. Slightly more of the vo-ag group than the nonvo-ag group indicated high degrees of interest in this type employment. When the relationship between interest in retail and wholesale trade, and participation of seniors in vo-ag programs was tested, a significant difference ($P < .05$) was detected.

Transportation and Utilities Industry Interest. Over one-half of the vo-ag group and two-fifths of the nonvo-ag group indicated high

degrees of interest in transportation and utilities employment. A highly significant difference ($P < .01$) was indicated when the relationship between interest in being employed in the transportation and utilities industry, and participation of seniors in vo-ag programs was tested. The increased interest in this type employment by the vo-ag group may well be attributed to vocational experience received in electricity, plumbing, etc., in the farm mechanics phases of the vo-ag program.

Summary of Industrial Interests. The entire sample population's industrial interests were ranked: (1) construction; (2) agriculture; (3) government; (4) manufacturing; (5) transportation and utilities; (6) retail and wholesale trade; (7) service and miscellaneous; (8) finance, insurance and real estate; and (9) mining.

Industrial interests of the vo-ag group were ranked: (1) agriculture; (2) construction; (3) manufacturing; transportation and utilities (tie); (5) government; (6) retail and wholesale trade; (7) service and miscellaneous; (8) finance, insurance and real estate; and (9) mining.

The nonvo-ag group's industrial interests were ranked: (1) construction; (2) government; (3) manufacturing; (4) service and miscellaneous; (5) finance, insurance and real estate; (6) transportation and utilities; (7) agriculture; retail and wholesale trade (tie); and (9) mining.

Occupational Group Interests

An occupational group index was used by respondents to indicate their degrees of interest in employment in the nine major occupational groups. In the index each respondent rated his interests in employment in the occupational groups as being: (1) Much, (2) Some, (3) Little or (4) None. Group Responses are depicted in Table II.

Professional Occupations Interest. Most of the seniors in both groups

Table II. Comparisons of Seniors, by Interests in Occupational Groups, According to Participation in Vo-Ag Instruction

Occupational Group	Rating of Interest: High Degrees — Much	High Degrees — Some	Low Degrees — Little	Low Degrees — None	Chi-Square Value	Level of Significance
	Percentage of N					
Professional						
NonVo-Ag (N=117)	67	27	6	-	106.77	.01
Vo-Ag (N=400)	40	42	12	6		
Total (N=517)	46	39	11	4		
Technical						
NonVo-Ag (N=117)	25	59	13	3	82.01	.01
Vo-Ag (N=400)	19	48	25	8		
Total (N=517)	20	52	22	6		
Managerial						
NonVo-Ag (N=117)	20	48	27	5	64.53	.01
Vo-Ag (N=400)	13	46	28	13		
Total (N=517)	15	46	28	11		
Supervisory						
NonVo-Ag (N=117)	20	44	32	4	19.69	.01
Vo-Ag (N=400)	16	47	29	8		
Total (N=517)	17	47	29	7		
Sales						
NonVo-Ag (N=117)	11	42	32	15	32.15	.01
Vo-Ag (N=400)	9	31	38	22		
Total (N=517)	9	33	38	20		
Clerical						
NonVo-Ag (N=117)	3	23	47	27	11.65	.01
Vo-Ag (N=400)	5	27	43	25		
Total (N=517)	5	26	44	25		
Skilled						
NonVo-Ag (N=117)	30	38	28	4	52.29	.01
Vo-Ag (N=400)	29	53	13	5		
Total (N=517)	29	49	17	5		
Semi-skilled						
NonVo-Ag (N=117)	3	24	45	28	39.79	.01
Vo-Ag (N=400)	6	35	36	23		
Total (N=517)	5	33	38	24		
Unskilled						
NonVo-Ag (N=117)	1	5	24	70	56.04	.01
Vo-Ag (N=400)	2	12	30	56		
Total (N=517)	2	10	29	59		

indicated high degrees of interest in professional employment. More nonvo-ag than vo-ag seniors reported high degrees of interest in professional employment. When interest in professional employment was related to seniors' participation in vo-ag programs a highly significant difference ($P < .01$) was detected.

Technical Occupations Interest. Most of the seniors in the nonvo-ag group and many of those in the vo-ag group reported high degrees of interest in being employed in technical occupations. Interest in technical occupations by both groups was not as enthusiastic as interest shown in the professional occupations. A highly significant difference ($P < .01$) was observed when interest in technical occupations was related to seniors' participation in vo-ag programs.

Managerial Occupations Interest. Over two-thirds of the nonvo-ag group and almost three-fifths of the vo-ag group indicated high degrees of interest in managerial occupations. A highly significant difference ($P < .01$) was observed when the relationship between interest in managerial occupations and seniors' participation in vo-ag programs was tested.

Supervisory Occupations Interest. Many of the seniors in both groups indicated high degrees of interest in supervisory occupations. Slightly more seniors in the nonvo-ag than the vo-ag group reported high degrees of interest in supervisory occupations. When the relationship between interest in supervisory occupations and seniors' participation in vo-ag programs was tested, a highly significant difference ($P < .01$) was observed.

Sales Occupations Interest. Many of the nonvo-ag group and some of the vo-ag group indicated high degrees of interest in sales occupations. A highly significant difference ($P < .01$) was observed when the relationship between interest in sales occupations and seniors' participation in vo-ag programs was tested.

Clerical Occupations Interest. Many of the seniors in both the nonvo-ag and vo-ag groups indicated low degrees of interest in clerical occupations. However, more of the vo-ag group than the nonvo-ag group reported high degrees of interest in clerical occupations. When the relationship between interest in clerical occupations and seniors' participation in vo-ag programs was tested, a highly significant difference ($P < .01$) was detected.

Skilled Occupations Interest. Most of the vo-ag group and many of the nonvo-ag group indicated high degrees of interest in skilled occupations. A highly significant difference ($P < .01$) was noted when the relationship between interest in skilled occupations and seniors' participation in vo-ag programs was tested.

Semi-skilled Occupations Interest. Many seniors in both the nonvo-ag and vo-ag groups indicated low degrees of interest in semi-skilled occupations. On the other hand, more seniors in the vo-ag group than the nonvo-ag group indicated high degrees of interest in semi-skilled occupations. When the relationship between interest in semi-skilled occupations and seniors' participation in vo-ag programs was tested, a highly significant difference ($P < .01$) was observed.

Unskilled Occupations Interest. Very few seniors in either the nonvo-ag or vo-ag groups indicated high degrees of interest in unskilled occupations. However, over twice as many seniors in the vo-ag group as the nonvo-ag group indicated high degrees of interest in unskilled occupations. A highly significant difference ($P < .01$) was observed when the relationship between interest in unskilled occupations and seniors' participation in vo-ag programs was tested.

Summary of Occupational Interests. The entire sample population's occupational interests were ranked: (1) professional; (2) skilled;

(3) technical; (4) supervisory; (5) managerial; (6) sales; (7) semi-skilled; (8) clerical; and (9) unskilled.

Occupational interests of the vo-ag group were ranked: (1) professional; and skilled (tie); (3) technical; (4) supervisory; (5) managerial; (6) semi-skilled; (7) sales; (8) clerical; and (9) unskilled.

The nonvo-ag groups' occupational interests were ranked: (1) professional; (2) technical; (3) skilled; and managerial (tie); (5) supervisory; (6) sales; (7) semi-skilled; (8) clerical; and (9) unskilled.

B. Occupational and Industrial Aspirations and Expectations

The aspirations and expectations of the individuals (both occupational and industrial) are a major concern of this report. Previous research[16] has indicated that little change in occupational aspirations occurs after the senior year in high school. However, another study[17] reported that students who made definite college plans were more uncertain about occupational aspirations than students who had no definite college plans.

Occupational Aspirations and Expectations

Previous research[18] indicates that students who participate in vo-ag programs in high school generally exhibit lower occupational aspirations

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16. J. R. Christiansen, J. D. Cowhig, and J. W. Payne, "Education and Occupational Progress of Rural Youth in Utah: A Follow-Up Study," Occupational Status Orientations of Rural Youth (College Station: Texas A & M University, Report No. 66-3, September, 1966), p. 40.

17. John B. Edlefson and M. J. Crowe, "Teen-Agers' Occupational Aspirations," Research Summary Factors Relating to Occupational and Educational Decision Making of Rural Youth (Lincoln: University of Nebraska, North Central Region Agricultural Experiment Station and the Nebraska Occupational Education and Research and Coordination Unit, Department of Agricultural Education, April, 1967), p. 11.

18. L. W. Drabick, "The Vocational Agriculture Student and His Peers," Occupational Status Orientation of Rural Youth (College Station: Texas A & M University, Report No. 66-3, September, 1966), p. 41.

and expectations than those students who do not participate in such programs. With this knowledge it was not totally unexpected to find less vo-ag than nonvo-ag seniors exhibiting aspirations and expectations for the prestigious occupational groups.

For ease of interpretation, job titles to which seniors were found to aspire and expect employment (see Appendix A) were classified into nine categories as used by the U. S. Department of Labor.[19]

1. Professional occupations - Any job requiring long periods of education or preparation. Included are doctors, teachers, dentists, engineers, etc.

2. Technical occupations - Any job closely related to the professions requiring specialized education or training in some aspect of technology or science. Included are draftsmen; electronics, x-ray, or laboratory technicians; engineering aides; etc.

3. Managerial occupations - Any job where a person's decisions greatly affect the success or failure of the organization. Included are executive and managerial personnel in business, government agencies, institutions, non-profit organizations, farmers, union officials, etc.

4. Supervisory occupations - Any job where the person directs or oversees workers or projects. Included are foremen, supervisors, etc.

5. Sales occupations - Any job that deals with the selling of goods, services property, etc. Included are salesmen, etc.

6. Clerical occupations - Any job that deals with record-keeping and general paperwork in offices. Included are accounting and shipping clerks, secretaries, etc.

7. Skilled occupations - Any job that requires a great deal of ability or proficiency. Included are carpenters, mechanics, electricians, machinists, painters, brickmasons, etc.

8. Semi-skilled occupations - Any job that requires a limited amount of skill or special training. Included are inspectors, truck drivers, assemblers, packers, sewing machine operators, etc.

9. Unskilled occupations - Any job that requires manual labor and no special training. Included are ditchdiggers, materials-handling, farm labor, etc.

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19. U. S. Department of Labor, op. cit., pp. 10-11, 22, 23, 278, 305, 331, 361-365.

Occupational Aspirations. Table III depicts the majority of seniors in both the nonvo-ag and vo-ag groups aspiring to white-collar occupations. These findings were not unexpected as previous research[20] in other states indicated that a majority of students do indeed aspire to white-collar occupations. Ninety-two percent of the nonvo-ag group aspired to white-collar occupations and eight percent to blue-collar occupations. Sixty-two percent of the vo-ag group aspired to white-collar occupations and 38 percent to blue-collar occupations. Youmans, Grigsby, and King[21] reported that, in general, a majority of students aspire to enter professional occupations. This was found to be true for the nonvo-ag group in this Mississippi research, but was not the case among the vo-ag group whose aspirations for professional occupations were more closely aligned with those reported by Bertrand and Smith.[22] Almost twice the percentage of the nonvo-ag group as the vo-ag group were found to aspire to professional occupations. This was not totally unexpected as a previous report[23] on the seniors included in this study indicated a higher percentage

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20. E. P. Robin and J. Sardo, "Attitudes and Plans of High School Students in Sedgwick County, Colorado," Occupational Status Orientation of Rural Youth (College Station: Texas A & M University, Report No. 66-3, September, 1966), p. 46; R. Middleton and C. M. Grigg, "Rural-Urban Differences in Aspirations," Rural Sociology, Vol. 24 (December, 1959), pp. 347-354.

21. E. G. Youmans, S. E. Grigsby and H. C. King, "After High School What: Highlights of a Study of Career Plans of Negro and White Rural Youth in Three Florida Counties," Occupational Status Orientations of Rural Youth (College Station: Texas A & M University, Report No. 66-3, September, 1966), p. 53.

22. A. L. Bertrand and M. B. Smith, Environmental Factors and School Attendance: A Study of Rural Louisiana (Baton Rouge: Louisiana Agricultural Experiment Station, Bulletin 533, May, 1960), p. 28.

23. J. F. Shill, Educational Aspirations, Expectations, and Abilities of Rural Male High School Seniors in Mississippi (State College: Mississippi State University, Social Science Research Center, Report 24, Educational Series 4, May, 1968), pp. 6-8.

Table III. Comparison of Seniors, by Occupational Aspirations and Expectations, According to Participation in Vo-Ag Instruction

Occupational Classifications	Aspirations			Expectations		
	NonVo-Ag[1] N = 117	Vo-Ag[1] N=400	Total N=517	NonVo-Ag[2] N = 117	Vo-Ag[2] N=400	Total N=517
	------- Percentage of N -------			------- Percentage of N --------		
Professional	62	32	38	52	25	31
Technical	14	8	10	5	5	5
Managerial	7	16	14	8	10	10
Supervisory	8	3	4	1	-	1
Sales	1	2	2	5	2	3
Clerical	-	1	1	-	1	1
Skilled	7	24	20	7	25	21
Semi-skilled	1	9	7	9	14	12
Unskilled	-	5	4	13	18	16
TOTAL	100	100	100	100	100	100

[1] Chi-Square Value = 512.28 - Significant at the .01 level.
[2] Chi-Square Value = 308.79 - Significant at the .01 level.

of seniors in the nonvo-ag than the vo-ag group aspired to college educations. A Utah study[24] had previously reported a tendency for those who plan to enter college to aspire to white-collar occupations. In contrast, almost three and one-half times the percentage of seniors in the vo-ag group as the nonvo-ag group aspired to skilled occupations. One of the somber notes on high school students' aspirations research is advanced by Kuvlesky,[25] who found a weak positive relationship existing between occupational aspirations and occupational achievement - only about one-fourth achieve their aspired occupations. He also indicated that students aspiring to high level blue-collar jobs (skilled) are often deflected into unskilled occupations. A highly significant difference ($P < .01$) was observed when occupational aspirations of seniors were related to their participation in vo-ag programs.

Occupational Expectations. In view of the results observed on the aspirations of the seniors, a similar trend was anticipated for the occupational expectations of both groups. However, a striking disimilarity was noted in Table III. A majority of the nonvo-ag group's expectations were similar to the aspirations for white-collar occupations. In contrast, a majority of the vo-ag group had aspired to white-collar occupations, whereas, the majority of the group expected blue-collar occupations. A similar trend was noted for both groups' aspirations and

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24. J. R. Christiansen, J. D. Cowhig and J. W. Payne, op. cit., p. 40.

25. W. P. Kuvlesky, "Occupational Aspirations and Subsequent Attainment: A Longitudinal Study of Young Adults," Occupational Status Orientation of Rural Youth (College Station: Texas A & M University, Report No. 66-3, September, 1966), p. 42.

expectations for professional and skilled occupations. Greater percentages of both groups expected to be employed in unskilled occupations than aspired to such occupations. When the relationship between occupational expectations and seniors' participation in vo-ag programs was tested a highly significant difference ($P < .01$) was observed.

Occupational Aspirations/Expectations Summary. The majority of the nonvo-ag group aspired to and expected to enter white-collar occupations, whereas, the majority of the vo-ag group aspired to white-collar occupations and expected to enter blue-collar occupations. In general, the vo-ag group indicated a more favorable attitude toward blue-collar occupations through their aspirations than the nonvo-ag group. Upon close examination of the nonvo-ag groups' grades[26] in high school, there are strong indications that many of the seniors who aspire to and expect professional occupations may be unrealistic or are still in the period of tentative choice.

Industrial Aspirations and Expectations

To help gain a better understanding of each individual's aspirations and expectations in today's "world of work", one must also look at where the individual desires or expects to employ his talents. For ease of interpretation, industries were grouped into nine major groups as used by the U.S. Department of Labor.[27] Each division included industries representing similar lines of economic activity. The groups represented are:

1. Agriculture

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26. J. F. Shill, op. cit., pp. 12-13.

27. U. S. Department of Labor, op. cit., p. 11.

2. Construction
3. Finance, Insurance and Real Estate
4. Government
5. Manufacturing
6. Mining
7. Service and Miscellaneous
8. Retail and Wholesale Trade
9. Transportation and Utilities

Industrial Aspirations. As shown in Table IV, almost three-fourths of the respondents in the nonvo-ag group aspired to employment in the construction industry, government, the service and miscellaneous industry, or the finance, insurance and real estate industry. On the other hand, almost three-fourths of the respondents in the vo-ag group aspired to employment in agriculture, the construction industry, government, or the service and miscellaneous industry. It was found that over four times as many seniors with vo-ag training as those without such training aspired to agricultural occupations, and three times as many aspired to transportation and utilities occupations. Over twice as many respondents in the nonvo-ag group as the vo-ag group aspired to finance, insurance and real estate occupations. A highly significant difference ($P < .01$) was observed when industrial employment aspirations of seniors were related to participation in vo-ag programs.

An unexpected finding in the study was that five percent of the respondents in the nonvo-ag group aspired to agricultural occupations. Why did these seniors who were interested in agriculatural occupations not enroll in vo-ag programs? Upon close examination of these individuals it was found that three percent aspired to become veterinarians and two percent aspired to become farmers. The two percent aspiring to become farmers apparently felt there was no chance to do so and had not nurtured their aspirations in high school. However, the three percent who aspired to become veterinarians either were counseled, or perhaps perceived that the

Table IV. Comparisons of Seniors, by Industrial Aspirations and Expectations, According to Participation in Vo-Ag Instruction

Industrial Classification	Aspirations			Expectations		
	NonVo-Ag[1] N = 117	Vo-Ag[1] N=400	Total N=517	NonVo-Ag[2] N = 117	Vo-Ag[2] N=400	Total N=517
	------- Percentage of N ------			------- Percentage of N ------		
Agriculture	5	23	20	3	17	13
Construction	29	23	24	25	24	24
Finance, Insurance & Real Estate	11	4	6	10	3	5
Government	23	16	18	21	14	16
Manufacturing	9	10	9	11	16	15
Mining	1	1	1	2	1	1
Service & Miscellaneous	13	12	12	15	15	15
Retail & Wholesale Trade	7	5	5	10	3	5
Transportation & Utilities	2	6	5	3	7	6
TOTAL	100	100	100	100	100	100

1 Chi-Square Value = 349.79 - Significant at the .01 level.
2 Chi-Square Value = 342.64 - Significant at the .01 level.

college preparatory curriculum in high school would enhance their chances of success in college. Evidently, they, and/or their counselors, were unaware that previous studies[28] indicated that students who participated in vo-ag programs in high school did as well or better in college than students who did not participate in vo-ag programs during high school.

Industrial Expectations. As depicted in Table IV a majority of seniors in the nonvo-ag group expected employment in one of three major industries: construction, government, or the service and miscellaneous industry. On the other hand, a majority of seniors in the vo-ag group expected employment in construction, agriculture or manufacturing. It was found that over five times as many seniors in the vo-ag group as the nonvo-ag group expected to be employed in agricultural occupations. Those seniors in the nonvo-ag group who expected agricultural occupations all expected to become veterinarians. Slightly over two times as many seniors in the nonvo-ag group as the vo-ag group expected to be employed in the finance, insurance and real estate industry or in retail and wholesale trade. A highly significant difference ($P < .01$) was observed when industrial employment expectations of seniors was related to participation in vo-ag programs in high school.

Industrial Aspirations/Expectations Summary. A majority of seniors in the nonvo-ag group aspired to and expected employment in construction, government, or the service and miscellaneous industry. In contrast, a

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28. Frederick K. T. Tom, "College Success of Former Students of Vocational Agriculture: An Overview of 32 Studies," Summaries of Studies in Agricultural Education (Washington, D.C.: U. S. Office of Education, Vocational Division Bulletin No. 291, Agricultural Series No. 77, 1961), p. 48.

majority of the vo-ag group aspired to agriculture, construction, or government employment, and expected employment in construction, agriculture or manufacturing.

C. Profile of the Sample

This section of the report deals with specific variables which influenced directly or indirectly the respondents' motivation, interests, aspirations, and expectations. In order to gain a clear concept of possible causes of aspiration/expectation differentials (both occupational and industrial), four specific areas were considered. These areas involved: (1) sociological variables; (2) economic variables; (3) occupational variables; and (4) psychological variables.

Age of Respondents

As indicated by data in Table V, respondents were stratified by age categories. Undoubtedly, age played a prominent role in the formulation of the seniors' occupational interests, the concreteness of their decisions, their occupational aspirations, and their expectations.

Table V. Comparison of Seniors, by Age, According to Participation in Vo-ag Instruction

Age	NonVo-Ag[1] N = 117	Vo-Ag[1] N=400	Total N=517
	---------- Percentage of N ----------		
16 or less	5	3	4
17	47	40	41
18	42	41	41
19 or more	6	16	14
TOTAL	100	100	100

[1] Chi-Square Value = 86.6 - Significant at the .01 level.

Most seniors (over 80 percent) regardless of their participation in vo-ag instruction were 17 or 18 years of age. However, a highly significant difference ($P < .01$) was detected when age of respondents was related to their participation in vo-ag programs. Approximately two and half times as many seniors in the vo-ag group as in the nonvo-ag were 19 or more years of age. Upon close examination of seniors 19 or more years of age it was noted that they were more inclined to aspire to and expect blue-collar occupations. Also this group tended to exhibit less difference between their occupational aspirations and expectations. This fact tends to bear out previous research by Robin and Sardo,[29] who indicated that both aspirations and expectations for white-collar jobs decrease with age of 11th and 12th grade high school students.

Respondents' Place of Residence

Information has been advanced that place of residence exerts a tremendous amount of influence upon the occupational aspirations and expectations of young persons. This information has been given additional substance in previous studies,[30] which indicated that a positive relationship exists between size of community and high occupational aspirations of youth. However, this information is contrasted with findings of Haller and Sewell,[31] who indicated no significant difference between levels of non-farm occupational aspirations of farm and non-farm youth.

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29. E. P. Robin and J. Sardo, op. cit., p. 46.

30. J. B. Edlefsen and M. J. Crowe, op. cit., p. 11; C. M. Grigg and R. Middleton, "Community of Orientation and Occupational Aspirations of Ninth Grade Students," Social Forces, 38 (May, 1960), pp. 303-308; W. H. Sewell and A. M. Orenstrin, "Community of Residence and Occupational Choice," The American Journal of Sociology, 70 (March, 1965), pp. 551-563.

31. A. O. Haller and W. H. Sewell, "Farm Residence and Levels of Educational and Occupational Aspirations," The American Journal of Sociology, 62 (January, 1957), pp. 407-411.

When respondents' place of residence was related to their participation in vo-ag programs, a highly significant difference ($P < .01$) was observed between the vo-ag and nonvo-ag groups. As depicted in Table VI, over one-half of the vo-ag group resided on farms, whereas over one-half of the nonvo-ag group resided in either small or large towns. Similar percentages of both groups were found to reside in the open-country.

Table VI. Comparison of Seniors, by Place of Residence, According to Participation in Vo-Ag Instruction

Place of Residence	NonVo-Ag[1] N = 117	Vo-Ag[1] N=400	Total N=517
	---------- Percentage of N ----------		
Farm	22	56	48
Open-country	23	26	26
Small Town	33	13	17
Large Town	22	5	9
TOTAL	100	100	100

[1] Chi-Square Value = 305.38 - Significant at the .01 level.

Why did seniors who participated in vo-ag programs have lower occupational aspirations and expectations than those who did not participate in such programs? The findings of this study, that more seniors in the vo-ag group than the nonvo-ag group resided on farms, tended to bear out the findings of previous research[32] (which disclosed that boys residing on farms select high occupational aspirations less often than those who do not). These findings may seem to indicate as a possible

32. L. G. Burchinal, "Differences in Educational and Occupational Aspirations of Farm, Small-Town and City Boys," Rural Sociology, 26 (June, 1961), pp. 107-121; R. Middleton and C. M. Grigg, "Rural-Urban Differences in Aspirations," Rural Sociology, 24 (December, 1959), pp. 347-354.

answer that a farm background is detrimental to high occupational aspirations and expectations. However, it may well be that farm-reared youth are more realistic in their occupational aspirations and expectations than non-farm youth. In view of this finding, the place of residence may be one important indicator of occupational aspiration and expectation levels.

Income of Fathers

Information advanced by Schwarzweller[33] indicates that the socio-economic status of rural youths' families are associated with their differences in occupational aspirations and expectations. Other studies[34] indicate that family financial status has a significant effect upon the occupational aspirations and expectations of rural youth. As one indicator of family socio-economic status, each respondent was requested to indicate his father's income in one of nine income ranges, but for ease of interpretation these were grouped into three categories: (1) Lower income (less than $2,999), (2) Middle income ($3,000-$5,999), and (3) Higher income (more than $6,000).

As depicted in Figure 1 more seniors in the vo-ag group than the non-vo-ag group reported fathers with low or middle incomes, whereas, in the nonvo-ag group more seniors reported fathers in the higher income category.

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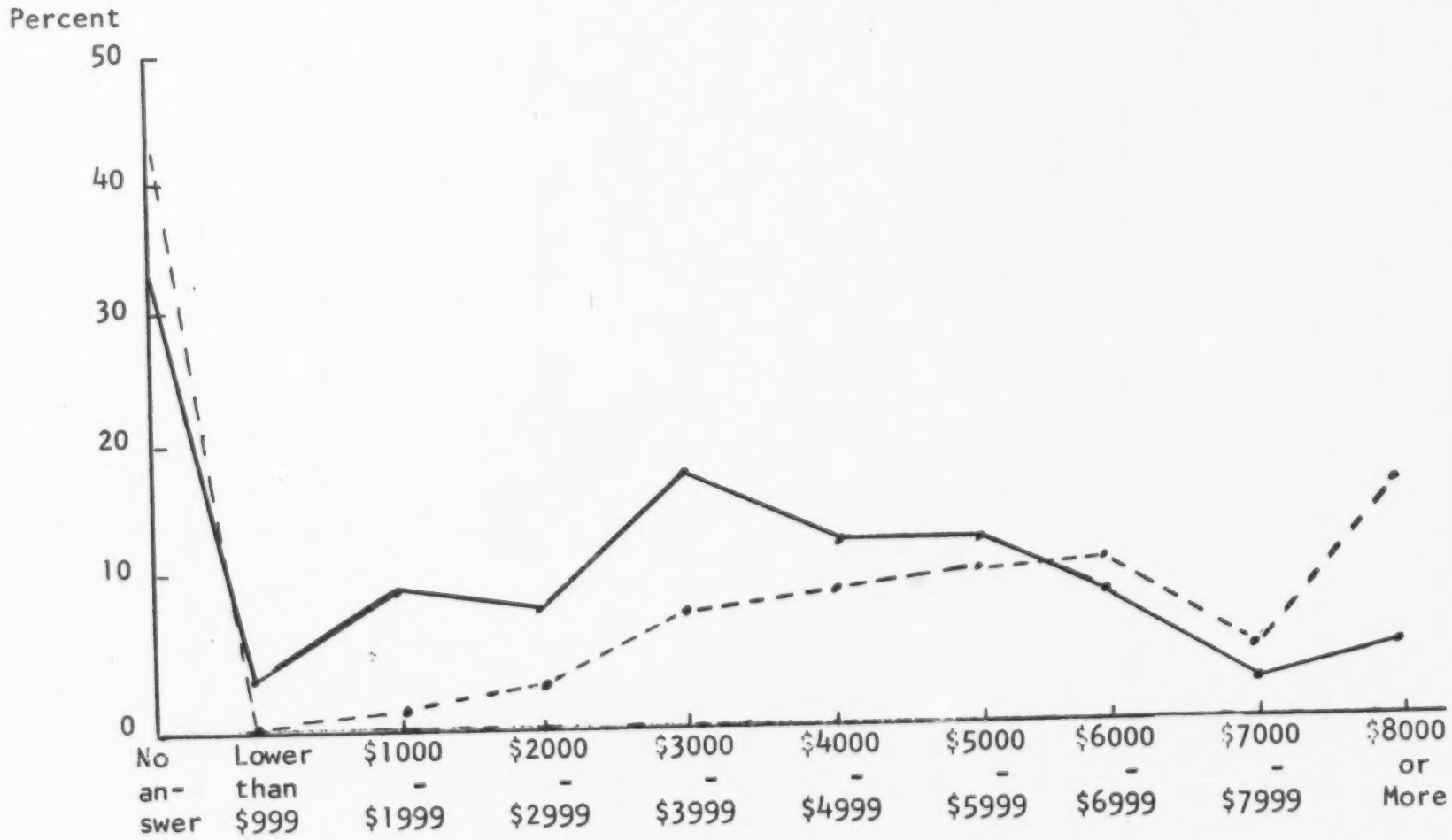
33. H. K. Schwarzweller, "Sociocultural Factors and the Career Aspirations and Plans of Rural Kentucky High School Seniors," Occupational Status Orientation of Rural Youth (College Station: Texas A & M University, Report No. 66-3, September, 1966), p. 31.

34. D. R. Kaldor, E. Eldridge, L. G. Burchinal and I. W. Arthur, "Occupational Plans of Iowa Farm Boys," Ibid, p. 20; L. M. Empey, "Social Class and Occupational Aspirations: A Comparison of Absolute and Relative Measurement," American Sociological Review, 21 (1956), pp. 703-709.

Figure 1

Relationship of Income of Fathers to Seniors' Participation in Vo-Ag Programs



——— Vo-Ag

– – – – NonVo-Ag

Chi-Square Value = 365.18 - Significant at the .01 level.

The highest percentage of seniors in the vo-ag group reported fathers with incomes in the $3,000 to $3,999 range. In contrast, the highest percentage of seniors in the nonvo-ag group reported fathers with incomes above $8,000. A highly significant difference ($P < .01$) was observed when seniors' participation in vo-ag programs was related to income of fathers.

In light of these findings and the findings that, generally, vo-ag seniors had lower aspirations and expectations than did nonvo-ag seniors, it seems tenable to assume that economic factors do greatly influence aspiration/expectation levels. However, when the place of seniors' residence was considered, it complicated the picture to some degree. With over one-half of the vo-ag group living on farms, it seemed fairly safe to rationalize that farm dwellers might have had varying degrees of income other than of a cash nature (such as meat, milk, vegetables, eggs, etc.) which increased the family level of living. While economic status of the family undoubtedly influenced the youth's occupational aspiration/expectation differentials, there may be implicit danger in over-emphasizing its importance.

Number of Siblings in Family

The number of siblings in seniors' homes had varying degrees of influence upon their occupational aspirations and expectations. A large number of children generally characterized a family with lower socio-economic status, while fewer children were more typical of a family of higher socio-economic status. Empey[35] found that occupational status

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35. L. M. Empey, ibid., pp. 703-709.

aspirations of male high school seniors from the middle and upper socio-economic classes were significantly higher than those of seniors from the lower socio-economic class. It may also be rationalized that seniors from the lower socio-economic class feel that they have less chance to advance their educations beyond high school which is necessary for higher status occupations.

As expected, in view of the findings of the vo-ag seniors' places of residence and incomes of fathers, it was found that seniors in the vo-ag group tended to come from larger families. It is interesting to note in Table VII that 56 percent of the seniors in the vo-ag group had three or more siblings in the home, as compared to only 37 percent of seniors in the nonvo-ag group. When number of siblings was related to seniors' participation in vo-ag programs, a highly significant difference ($P < .01$) was observed.

Table VII. Comparison of Seniors, by Number of Siblings, According to Participation in Vo-Ag Instruction

Number of Siblings	NonVo-Ag[1] N = 117	Vo-Ag[1] N=400	Total N=517
	---------- Percentage of N ----------		
None	6	7	7
One or Two	57	37	42
Three or Four	27	29	28
Five or Six	8	15	13
Seven or Eight	1	5	5
Nine or More	1	7	5
TOTAL	100	100	100

[1] Chi-Square = 294.06 - Significant at the .01 level.

Income Aspirations

What role does the socio-economic level of parents play in the level-of-living aspirations exhibited by seniors? Perhaps a partial answer may be found in information advanced by Taylor and Glasgow,[36] who indicated that relatively low-income rural citizens transfer to their children interests in more security and higher incomes, but not occupational advancements. If this rationale is adhered to, children from families of low socio-economic classes would probably indicate high income aspirations with relatively low occupational levels. Upon close examination of respondents in this Mississippi study, the rationale has generally proven acceptable.

Table VIII. Comparison of Seniors, by Income Aspirations, According to Participation in Vo-Ag Instruction

Income	NonVo-Ag[1] N = 117	Vo-Ag[1] N=400	Total N=517
	---------- Percentage of N ----------		
Under $2,999	2	2	2
$3,000 - $3,999	2	3	3
$4,000 - $4,999	1	5	4
$5,000 - $5,999	8	14	13
$6,000 - $6,999	13	22	20
$7,000 - $7,999	13	12	12
$8,000 - $8,999	17	12	13
$9,000 or More	44	30	33
TOTAL	100	100	100

[1] Chi-Square Value = 143.97 - Significant at the .01 level.

36. L. Taylor and C. W. Glasgow, "Occupations and Low-Income Rural People," Research Summary: Factors Relating to Occupational and Educational Decision Making of Rural Youth (Lincoln, Nebraska: North Central Region Agricultural Experiment Station Committee and the Nebraska Occupational Education Research and Coordination Unit, Department of Agricultural Education, University of Nebraska, April, 1967), p. 18.

As an index of the level of living aspired to by the respondents, each was requested to indicate one of eight income ranges he felt would be needed to make a comfortable living. For ease of interpretation three groups were designed: (1) Lower Income (less than $4,999), (2) Middle Income ($5,000 - $7,999), and (3) Higher Income (More than $8,000).

Table VIII depicts the difference in the income aspirations of the vo-ag and nonvo-ag seniors. It was interesting to note that twice the percentage of vo-ag seniors as nonvo-ag seniors aspired to incomes in the low category. When the fact that a much larger percentage of vo-ag than nonvo-ag seniors resided on farms is considered, residence may account for the difference between the two groups. Perhaps there is substance to Metzler's[37] hypothesis that in low income areas on subsistence level farms, little desire is generated within the family toward young persons having high incomes. Almost one-half of the vo-ag group and slightly over one-third of the nonvo-ag group aspired to incomes in the high category. A substantial majority of the nonvo-ag group and slightly over two fifths of the vo-ag group aspired to incomes in the high category. A highly significant difference ($P < .01$) was observed when seniors' participation in the vo-ag programs was related to income aspirations.

Aspirations for Same Occupations as Fathers

Speculation has been made that often children hear and see the results only of the less appealing aspects of their fathers' occupations.

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37. W. H. Metzler, "Socio-Economic Aspects of Manpower Adjustments: Low-Income Rural Areas," Rural Sociology, 24 (September, 1959), pp. 226-235.

Perhaps these may exert negative influences on youths' occupational aspirations and expectations for the same type occupation as their fathers. In other cases the fathers may exert a positive influence on their sons' selecting the same type occupations. To give insights into this area each respondent was requested to indicate if he would like to work in the same occupation as his father. Responses are shown in Table IX.

Table IX. Comparison of Seniors, by Aspiration of Same Occupation as Father, According to Participation in Vo-ag Instruction

	NonVo-Ag[1] N = 117	Vo-Ag[1] N=400	Total N=517
	---------- Percentage of N ----------		
Yes	17	25	23
No	83	75	77
TOTAL	100	100	100

[1] Chi-Square Value - 19.29 - Significant at the .01 level.

It was found that more seniors in the vo-ag group than the nonvo-ag group would like the same type of occupation as their fathers. However, a striking majority of both groups (75 percent of the vo-ag group and 83 percent of the nonvo-ag group) indicated that they would not like to work in the same occupations as their fathers. Why did this occur? Perhaps one answer was discussed in the previous paragraph. Or, as Empey[38] indicates, it might be that seniors whose fathers are employed in the lower-class occupations prefer significantly higher occupational statuses than those held by their fathers. On the other hand, it may be

38. L. M. Empey, op. cit., pp. 703-709.

caused by the number and diversity of occupations open to seniors today that were not in existence when their fathers entered their occupations in the past. A highly significant difference ($P < .01$) was detected between groups when seniors' participation in vo-ag programs was related to aspirations for the same occupation as their fathers.

Persons Having Most Influence Upon Occupational Expectations

How much influence do different persons have on occupational choices of youth? Previous research gives conflicting views on the subject. On the one hand, some studies[39] indicate that many influential persons assist youth in occupational selection, while on the other hand, certain studies[40] suggest that students determine their own occupational choices with only subtle or unnoticed guidance from other persons. The respondents were requested to disclose the person having the most influence upon their occupational decisions. Responses of both groups are shown in Table X.

It was interesting to note that slightly over one-half of the non-vo-ag group were influenced most by persons within the family (including

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39. A. O. Haller, L. G. Burchinal, and M. J. Taves, Rural Youth Need Help in Choosing Occupations (East Lansing: Michigan State University Agricultural Experiment Station, Bulletin 235, 1963); J. A. Mierzwa, "Comparison of Systems of Data for Predicting Career Choice," Personnel and Guidance Journal (September, 1963), pp. 29-34; W. L. Slocum, "Some Sociological Aspects of Occupational Choice," Research Summary: Factors Relating to Occupational and Educational Decisions Making of Rural Youth (Lincoln, Nebraska: North Central Regional Agricultural Experiment Station Committee and the Nebraska Occupational Education Research and Coordination Unit, Department of Agricultural Education, University of Nebraska, April, 1967), p. 7.

40. L. W. Drabick, op. cit., p. 41; J. B. Edlefsen and M. J. Crowe, op. cit., p. 11.

Table X. Comparison of Seniors, by Person Having Most Influence Upon Occupational Expectations, According to Participation in Vo-Ag Instruction

Relationship	NonVo-Ag[1] N = 117	Vo-Ag[1] N=400	Total N=517
	Percentage of N		
Father	30	24	25
Mother	8	9	8
Brother	8	7	7
Sister	1	1	1
Other Relative	6	7	7
Friend	19	18	18
Minister	0	1	1
Teacher	2	12	10
Guidance Counselor	2	4	4
Other Person	24	17	19
TOTAL	100	100	100

[1] Chi-Square Value = 233.26 - Significant at the .01 level.

relatives outside the immediate family), whereas slightly over one-half of the vo-ag group were influenced most by persons to which they were not related. It was found that fathers of seniors in both groups possessed the most influence upon occupational decisions. This parallels the findings of Youmans and associates[41] for white males, but does not necessarily coincide with the findings of Burchinal,[42] who indicated that more mothers than fathers were involved in respondents' occupational decisions. Persons with the most influence for seniors in the nonvo-ag group were: (1) Fathers, (2) Other persons (those not specifically indentified in the check list), and (3) Friends. The vo-ag group listed:

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41. E. G. Youmans, S. E. Grigsby and H. C. King, "After High School What: Highlights of a Study of Career Plans of Negro and White Rural Youth in Three Florida Counties," Occupational Status Orientations of Rural Youth (College Station: Texas A & M University, Report No. 66-3, September, 1966).

42. L. G. Burchinal, op. cit., pp. 107-121.

(1) Fathers, (2) Friends, and (3) Other persons, as those having the most influence upon their occupational decisions. When person having the most influence upon occupational decision was related to seniors' participation in vo-ag programs, a highly significant difference ($P < .01$) was detected.

Major Source of Capital For Enterpreneuial Endeavors

Respondents were requested to reveal the major sources of financing available to them if they should decide to develop a farm or business operation. (See Table XI). Although more seniors in the nonvo-ag group than the vo-ag group indicated fathers with high incomes, over twice as many seniors in the vo-ag group as the nonvo-ag group indicated their parents would supply the capital. A most interesting finding was that seniors with vo-ag instruction would rely more on savings than seniors without such instruction. What makes the difference? Perhaps it is because most seniors who participated in vo-ag programs have already begun saving accounts with money earned in their supervised work experience in vo-ag. It was found that more of the nonvo-ag group than the vo-ag group would rely on lending agencies for needed capital. When sources of capital were related to seniors' participation in vo-ag programs, a highly significant difference ($P < .01$) was observed.

Possible Reason For Not Entering Occupation to Which Aspired

Seniors were asked, "If something will prevent you from entering the occupation you would like to, it probably will be: (1) physical defects, (2) lack of necessary abilities or skills, (3) can not continue education beyond high school, (4) preparation or training time is too long, or (5) other _____." The responses of seniors are shown in Table XII.

Table XI. Comparison of Seniors, by Major Source of Capital for Entrepreneurial Endeavors, According to Participation in Vo-Ag Instruction

	NonVo-Ag[1] N = 117	Vo-Ag[1] N=400	Total N=517
	Percentage of N		
Parents	7	16	14
Other Relatives	-	3	2
Lending Agencies	53	35	39
Savings	32	40	39
Other	8	6	6
TOTAL	100	100	100

[1] Chi-Square Value - 79.55 - Significant at the .01 level.

Table XII. Comparison of Seniors, by Possible Reason for Not Entering Occupation to Which Aspired, According to Participation in Vo-Ag Instruction

Reasons	NonVo-Ag[1] N = 117	Vo-Ag[1] N=400	Total N=517
	Percentage of N		
Physical Defects	9	10	10
Lack of Necessary Abilities and Skills	40	32	34
Can Not Continue Education	5	10	9
Preparation Time is Too Long	13	5	7
Other	33	43	40
TOTAL	100	100	100

[1] Chi-Square Value = 57.99 - Significant at the .01 level.

It was found that two-fifths of the nonvo-ag group and slightly less than one-third of the vo-ag group felt the lack of necessary abilities or skills could stop them from reaching their occupational aspirations. Twice as many seniors in the vo-ag group as the non-vo-ag group felt that not being able to continue their educations could stop them. Over twice as many seniors in the nonvo-ag group as the vo-ag group listed preparation time for entry into their chosen occupation as being too long. Slightly over two-fifths of the vo-ag group and one-third of the nonvo-ag listed a large variety of reasons (with low frequencies) which were categorized under "other". These reasons varied from "my girl does not like the occupation" to "lack of capital to begin farm or business." Approximately 10 percent of both groups listed physical defects as the reason. A highly significant difference ($P < .01$) was observed when possible reason for not entering occupation to which aspired was related to seniors' participation in vo-ag programs.

Sources of Most Information About Occupational Aspirations and Expectations

Information has been advanced through previous research[43] that there is still too little occupational information and guidance in rural schools for youth to make wise occupational decisions. To test this hypothesis, seniors in this Mississippi study were requested

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43. L. G. Burchinal, "What's Your Son Going To Do," Research Summary: Factors Relating to Occupational and Educational Decision Making of Rural Youth (Lincoln, Nebraska: North Central Region Agricultural Experiment Station Committee and the Nebraska Occupational Education Research and Coordination Unit, Department of Agricultural Education, University of Nebraska, April, 1967), p. 10; E. W. Waters, op. cit., p. 51.

to indicate the sources of occupational information which were most helpful to them in reaching occupational decisions. Responses are depicted in Table XIII.

It was found that a majority of seniors in both the vo-ag and nonvo-ag groups received most of their information about occupations to which they aspired or expected to enter from people engaged in that occupation. This finding seems to substantiate the findings of Simpson and Simpson,[44] who indicated a tendency for students to be influenced by persons already engaged in their chosen fields. People who work in occupations undoubtedly may be of great value to students in selecting occupations. However, when the locations of the rural high schools participating in this Mississippi study are brought into focus, a serious question arises. Have the small communities, with definitely limited numbers of occupations existing in them, and these rural schools given seniors, who rely upon people working in the occupations for most of their information, a narrow occupational outlook? If the answer to this question is "Yes," then it seems tenable to recommend that small rural high schools should have a more extensive collection of timely occupational information than high schools located in large communities (where large numbers of occupations exist) if students are to have broad occupational outlooks. Evidently, many rural high schools are not giving their students a broad occupational outlook or extensive occupational guidance. The fact that guidance counselors were listed so infrequently may be due to many factors. Perhaps many schools did not employ guidance counselors, or perhaps most of the available counselors were academically oriented and were <u>educational</u> counselors rather

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44. R. L. Simpson and I. H. Simpson, "Values, Personal Influence, and Occupational Choice," <u>Social Forces</u>, 39 (December, 1960), pp. 116-125.

Table XIII. Comparison of Seniors, by Source of Most Occupational Information According to Participation in Vo-Ag Instruction.

	NonVo-Ag[1] N = 117	Vo-Ag[1] N=400	Total N=517
	---------- Percentage of N ----------		
Books and Magazines	17	8	10
Radio and TV	3	4	4
People Working in the Occupations	52	61	60
Occupational Pamphlets	9	6	6
Guidance Counselors	4	7	6
Others	15	14	14
TOTAL	100	100	100

[1] Chi-Square Value = 39.36 - Significant at the .01 level.

than occupational counselors. A highly significant difference ($P < .01$) was observed when sources of most occupational information was related to seniors' participation in vo-ag programs.

High School Subject Having Most Influence Upon Occupational Selection

It seemed possible during the conduct of the study that some high school courses or subjects would have more influence upon the occupational aspirations and expectations of seniors than others. It seemed desirable to gain some insight into subjects which play positive roles in seniors' occupational selections.

In Table XIV, it is shown that for the vo-ag group the subject having the most influence was vocational agriculture; whereas, science had the most influence upon the nonvo-ag group. Mathematics and other subjects (those not included in the check list) were found to have the second and third ranked degree of influence upon the vo-ag group. (Many responses in the "other" category for both groups

indicate physical education as having the most influence.) For the nonvo-ag group mathematics and other subjects (those not included in the check list) were equal in subjects having the second largest degree of influence upon the seniors. A highly significant difference ($P < .01$) was observed when subject having most influence upon occupational selection was related to seniors' participation in vo-ag programs.

Table XIV. Comparison of Seniors, by Subject Having Most Influence Upon Occupational Selection, According to Participation in Vo-Ag Instruction

Subjects	NonVo-Ag[1] N = 117	Vo-Ag[1] N=400	Total N=517
	Percentage of N		
Business	13	11	11
English	5	2	3
Mathematics	18	15	16
Science	31	6	11
Social Studies	9	7	8
Trade and Industry	3	10	9
Vo-Ag	3	36	28
Others	18	13	14
TOTAL	100	100	100

[1] Chi-Square Value = 1639.42 - Significant at the .01 level.

Reason for Occupational Selection

Other studies[45] have indicated that a positive relationship exists between high levels of occupational aspirations and expectations, and some of the values for occupational selections. "Service to society,"

45. H. K. Schwarzweller, "Values and Occupational Choice," Social Forces, 39 (December, 1960), pp. 126-140; H. K. Schwarzweller, "Values Orientation in Educational and Occupational Choices," Rural Sociology, 24 (December, 1959), pp. 246-256.

"mental work," and "work with people," were related in a positive manner to level of occupational selection. These studies[46] found "material comfort," "security," "familism," and "hard work" negatively related to the status dimensions of occupational selection. Based upon these findings, it seemed desirable to probe into the major reasons behind each senior's occupational selection. Consequently, the respondents were asked to disclose the main reason for their occupational choices or selection. Responses are depicted in Table XV.

Table XV. Comparison of Seniors, by Reason for Occupational Selection, According to Participation in Vo-Ag Instruction

Reasons	NonVo-Ag[1] N = 117	Vo-Ag[1] N=400	Total N=517
	Percentage of N		
Interest in work	61	68	66
Work hours per week	0	2	2
Social standing of occupation	1	2	2
Availability of jobs	9	8	8
Service to society	8	3	4
Income	21	17	18
TOTAL	100	100	100

[1] Chi-Square Value = 22.16 - Significant at the .01 level.

An impressive majority (over three-fifths) of seniors in both vo-ag and nonvo-ag groups reported that their main reason for occupational selection was "interest in the work". Slightly more of the vo-ag group than the nonvo-ag group were found in this category. These findings tend to parallel those of Mathews and Drabick[47] in their study of male

46. Ibid.

47. R. G. Matthews and L. W. Drabick, Reasons for Selection of Expected Occupations: By Race and Sex (Raleigh: North Carolina State University, Department of Agricultural Education and Rural Sociology, Educational Research Series No. 7, 1965), p. 7.

high school seniors in North Carolina, although in the Mississippi study a lower percentage reported "interest in the work" as their main reason for occupational selection. The second most important reason indicated for occupational selection by both groups was "income" that they would receive. More seniors in the nonvo-ag group than the vo-ag group listed "income" as the main reason for occupational selection. Could these seniors be heading into occupational dissatisfaction? Information advanced by Grafton[48] indicates that many people who feel that they are, or were, in the wrong occupations were led there by consideration of renumeration only. If his thesis is transferred to the approximately one-fifth of seniors in both groups who indicated "income" as a major reason, then perhaps many of them are headed toward future occupational dissatisfaction. Small percentages (nine percent or less) of both groups were found in the other four categories. The most notable facet exposed in the four categories was that over twice as many seniors in the nonvo-ag group as the vo-ag group listed "service to society" as the main reason for occupational selection. A highly significant difference ($P < .01$) was observed when reason for occupational selection was related to seniors' participation in vo-ag programs.

Grade in Which Occupational Expectation was Determined

Does the high school atmosphere influence the occupational aspirations

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48. Samuel Grafton, "Pressures that Push Children into the Wrong Careers," Research Summary: Factors Relating to Occupational and Educational Decision Making of Rural Youth (Lincoln, Nebraska: North Central Region Agricultural Experiment Station Committee and the Nebraska Occupational Education Research and Coordination Unit, Department of Agricultural Education, University of Nebraska, April, 1967), p. 16.

and expectations of rural youth? Information advanced by previous research[49] gives strong indications that the climate of the school tends to affect both occupational aspirations and expectations of the individuals within the school. With this knowledge, plus the knowledge of the action of extra-school forces upon an individual's decision, it seemed desirable to determine in what year of the high school experience most of the seniors made their occupational decisions. The respondents were requested to designate the grade level in high school in which their occupational decisions were made. Responses are shown in Table XVI.

Table XVI. Comparison of Seniors, by Grade in Which Occupational Expectation was Determined

Grades	NonVo-Ag[1] N = 117	Vo-Ag[1] N=400	Total N=517
	---------- Percentage of N ----------		
Elementary Grades	7	4	4
9th Grade	3	7	6
10th Grade	6	12	11
11th Grade	26	25	25
12th Grade	58	52	54
TOTAL	100	100	100

[1] Chi-Square Value = 51.71 - Significant at the .01 level.

At the outset of this study it seemed responable to assume that

49. W. H. Sewell, "The Educational and Occupational Perspectives of Rural Youth," Research Summary: Factors Relating to Occupational and Educational Decision Making of Rural Youth (Lincoln, Nebraska: North Central Region Agricultural Experiment Station Committee and the Nebraska Occupational Education Research and Coordination Unit, Department of Agricultural Education, University of Nebraska, April, 1967), p. 14; A. B. Wilson, "Residential Segregation of Social Classes and Aspirations of High School Boys," American Sociological Review, 24 (December, 1959), pp. 836-845.

because of the numerous occupations available to youth today, the complexity of the decision process, and the individual's age, many seniors would select occupations in the latter years of high school. This assumption was generally proven valid. A slight majority of seniors made their occupational decisions in the 12th grade. Slightly more seniors in the nonvo-ag group than in the vo-ag group made their occupational selections in the 12th grade. Respondents reported the 11th grade as being the grade in which the second highest number of decisions were made by both groups. Small percentages of seniors were found to have made decisions in the elementary grades, the 9th, or 10th grades. An unexpected finding was that some seniors had made an occupational decision as early as the elementary grades. There appeared to be a tendency for seniors in the vo-ag group to make occupational decisions slightly earlier than seniors in the nonvo-ag group. This may be partially explained by the fact that the average age of the vo-ag seniors was slightly greater than that of nonvo-ag seniors. A highly significant difference ($P < .01$) was detected when grade in which occupational expectations was determined was related to seniors' participation in vo-ag programs.

Findings on the grade in which occupational expectations were determined by seniors in this Mississippi study seem to support those of a previous study[50] which indicated that the termination of the interest stage of the occupational choice process comes by the 10th grade and the work-value decision proceeds through the 12th grade.

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50. R. P. O'Hare and D. V. Tiedeman, "Vocational Self-Concept in Adolescence," Research Summary: Factors Relating to Occupational and Educational Decision Making of Rural Youth (Lincoln, Nebraska: North Central Region Agricultural Experiment Station Committee and the Nebraska Occupational Education Research and Coordination Unit, Department of Agricultural Education, University of Nebraska, April, 1967), p. 25.

IV. SUMMARY AND IMPLICATIONS

A. An Overview

Included in this report are the findings of a study on the occupational aspirations, expectations and interests of 517 rural male high school seniors in Mississippi. Of this group of seniors, 400 had participated in one-or-more years of vo-ag instruction, and 117 had not participated in such instruction. Data were collected from seniors in 33 rural high schools throughout the State. Of the 82 counties in the State, 31 were represented by at least one rural high school.

The following generalizations were drawn from findings in this study:

(1) Seniors in the vo-ag group indicated highest degrees of interest in being employed in the agricultural, construction, manufacturing, and the transportation and utilities industries.

(2) Seniors in the nonvo-ag group indicated highest degrees of interest in being employed in the construction, government, and manufacturing industries.

(3) Seniors in the vo-ag group indicated highest degree of interest in being employed in professional, skilled, and technical occupations.

(4) Seniors in the nonvo-ag group indicated highest degrees of interest in being employed in professional, technical, skilled, and managerial occupations.

(5) A majority of seniors in the vo-ag group aspired to agriculture, construction, or government employment and expected employment in construction, agriculture, or manufacturing.

(6) A majority of seniors in the nonvo-ag group aspired to and

expected employment in construction, government, or the service and miscellaneous industry.

(7) A majority of seniors in the vo-ag group aspired to white-collar occupations and expected to be employed in blue-collar occupations.

(8) A majority of seniors in the nonvo-ag group aspired to and expected employment in white-collar occupations.

(9) Older seniors in both groups exhibited a higher degree of "realism" in their occupational aspirations and expectations than did younger seniors.

(10) Seniors in the vo-ag group apparently were more "realistic" in their occupational aspirations and expectations than seniors in the nonvo-ag group.

(11) More seniors in the vo-ag group than the nonvo-ag group apparently came from families in lower and middle socio-economic categories, which were characterized by large families with relatively low incomes.

(12) Many seniors in both groups were "unrealistic" in relating income needed to make a comfortable living and job title to which they aspired or expected to enter. Apparently they desired high incomes from relatively low occupational categories.

(13) Most seniors in both groups were negatively oriented toward their fathers' occupations.

(14) Apparently seniors in the vo-ag group were influenced most in their occupational expectations by persons to whom they were not related, while those in the nonvo-ag group were influenced most by persons to whom they were related. Apparently fathers had the most influence upon occupational expectations of both groups.

(15) Apparently people working in different occupations provided seniors in both groups with the most occupational information upon which to base their occupational decisions.

(16) Apparently the high school subject having the most influence on seniors in the vo-ag group was vocational agriculture; whereas, science was most influential on nonvo-ag seniors.

(17) Apparently a majority of seniors in both groups are guided into occupations by their interest in that type of work.

(18) Apparently a majority of seniors in both groups determined their occupational expectations in the 11th and 12th grades.

B. Family Influence

Specific data from this study seem to indicate that the family has varying degrees of influence upon the occupational aspirations and expectations of individuals. Family influence seems to vary proportionately with the family socio-economic level. Family influence seems to be less among individuals whose families are in low socio-economic situations. On the other hand the families seemingly exerting the most influence upon the individuals were in high socio-economic situations. Generally, fathers were found to exert most of the influence upon the individuals occupational decisions within the family. There seemed to be a definite trend for most individuals to rule out occupations that were similar to those held by their fathers. This apparently was indicative of negative influence from their fathers and other members of the immediate family. After close scrutiny of the data one can not help but feel that in many families there is lack of any positive occupational guidance. Apparently many parents take the "hands off" attitude toward their sons' occupational decisions. It appears that they feel that their

sons' occupational selection is none of their concern.

This research implies that many students (especially those from families in low socio-economic situations) are receiving little or no occupational guidance or encouragement from their families. These students must apparently turn to groups outside the family for guidance and help.

C. Peer Group Influence

Perhaps it would be logical to assume that youth would turn to their peers for help in making their occupational decisions if help was lacking at home. However, while this did happen in many cases it was not the rule. It seems untenable to assume that many youth have the experience or knowledge necessary to help others in their occupational decisions. Undoubtedly, close peers have some degree of influence on occupational decisions made by individuals. However, it is difficult to determine how much. One can not help but speculate that a youth making an occupational decision because a close peer has made the same decision may be courting occupational dissatisfaction or failure.

D. Community Influence

The community in which an individual lives exerts varied influences upon the occupational choice process. Perhaps one of the strongest influences exerted by the community is through people engaged in different occupations. It seems safe to assume that the number of different occupations found within a community more or less limits possible occupational selection. If this assumption is made, then we could expect students who attend small rural high schools, located in rather small communities, to have closely knit occupational aspirations and expectations. On the other hand, we could expect students in large rural communities to have

more diversified occupational aspirations and expectations. However, it was noted from individual responses in separate communities that this assumption is not the case. Apparently, students who come from the relatively large rural communities (in which a relatively large number of occupations exist) are indeed more occupationally limited than students from small rural communities (in which only a small number of occupations exist). Why does this condition exist? It would possibly result because there appear to be occupations in the "home" community in which they might enter, thus, they severely restrict their own occupational aspirations and expectations. The respondents seemed to indicate that they were "community bound" in their occupational decisions. In contrast, those students in small rural communities evidently felt that there was no opportunity to become employed in the "home" community, or that the occupations available there were unacceptable to them. This resulted in their not becoming "community bound," and their occupational aspirations and expectations became much broader than those of "community bound" students. Evidently, students in small rural communities look over a broader occupational horizon than do students in large rural communities because of <u>desired</u> or <u>forced</u> mobility.

E. <u>School Influence</u>

One of the strongest implications of this research is that <u>most</u> rural high schools seem to be falling far short of the desired degree of influence they <u>should</u> exert upon students who are engaged in the occupational choice process. Evidently, <u>most</u> students must turn to sources outside the school in order to find enough information on which to base realistic occupational decisions. Apparently there is an occupational

information vacuum in many of the schools. This vacuum could be filled by occupational information supplied by educational media, resource persons, and influential occupational guidance. There seems to be a dire need for increased financial resources in most schools to fill this vacuum.

One of the most alarming facets of this study was that school personnel (guidance counselors and teachers) apparently exert such little influence upon occupational aspirations and expectations of the students. There seems to be a tendency for school personnel to limit their guidance and influence to the educational realm rather than the occupational realm. Why does this condition exist? Perhaps it is simply because school personnel themselves are basically limited in their abilities to adequately perceive and conceptualize the modern world of work. However, they could do much to assist individuals through the occupational choice process by bringing persons who possess occupational information into the schools, by pointing out possible occupations and skills needed to enter various jobs, and by helping the students to realistically conceptualize their own basic abilities and competencies.

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VI. APPENDICES

APPENDIX A

Job Title Aspirations and Expectations of Seniors (N = Number)

Job Titles	Aspirations			Expectations		
	Non Vo-Ag N	Vo-Ag N	Total N	Non Vo-Ag N	Vo-Ag N	Total N
Professional						
Accountant	4	9	13	3	9	12
Archaeologist	-	1	1	-	1	1
Architect	1	2	3	1	2	3
Chemist	2	2	4	2	2	4
Coach	-	10	10	1	9	10
County Agent	-	2	2	-	2	2
Dentist	3	2	5	2	2	4
Doctor	7	3	10	5	2	7
Engineer (Agricultural)	-	3	3	-	3	3
Engineer (Other)	27	25	52	18	17	35
Forester	-	10	10	2	10	12
Geologist	2	-	2	1	-	1
Journalist	1	-	1	1	-	1
Lawyer	5	4	9	2	3	5
Minister	3	2	5	5	2	7
Music Director (Church)	-	3	3	1	2	3
Oceanographer	2	-	2	1	-	1
Pharmacist	4	-	4	3	-	3
Physical Therapist	1	-	1	1	-	1
Professional Agriculturist	-	7	7	1	2	3
Psychologist	2	2	4	1	2	3
Religious Education Director	-	3	3	-	3	3
Soil Conservationist	-	5	5	-	4	4
Teacher	4	13	17	6	13	19
Veterinarian	4	8	12	4	3	7
Vo-Ag Teacher	-	9	9	-	7	7
Wildlife Manager	-	1	1	-	1	1
Sub-Total N=	72	126	198	61	101	162
%=	62	32	38	52	25	31
Technical						
Construction Technician	3	4	7	1	1	2
Data Processor	6	5	11	4	5	9
Draftsman	5	15	20	2	10	12
Flight Engineer	-	1	1	-	-	-
Pilot (Airline)	2	3	5	-	-	-
X-Ray Technician	-	3	3	-	3	3
Sub-Total N=	16	31	47	7	19	26
%=	14	27	10	5	5	5

Continued.

Job Titles		Aspirations Non Vo-Ag N	Aspirations Vo-Ag N	Aspirations Total N	Expectations Non Vo-Ag N	Expectations Vo-Ag N	Expectations Total N
Managerial							
Banker		-	-	-	-	2	2
Farmer		2	37	39	0	20	20
Store or Business Manager		5	27	32	9	17	26
Store or Business Owner		1	3	4	-	2	2
Sub-Total	N=	8	67	75	9	41	50
	%=	7	16	14	8	10	10
Supervisory							
Foreman		3	6	9	-	-	-
Supervisor		6	7	13	1	-	1
Sub-Total	N=	9	13	22	1	-	1
-	%=	8	3	4	1	-	1
Sales							
Salesman		2	10	12	6	9	15
Sub-Total	N=	2	10	12	6	9	15
	%=	1	2	2	5	2	3
Clerical							
Clerk		-	2	2	-	2	2
Sub-Total	N=	-	2	2	-	2	2
	%=	-	1	1	-	1	1

Continued.

Job Titles		Aspirations: Non Vo-Ag N	Aspirations: Vo-Ag N	Aspirations: Total N	Expectations: Non Vo-Ag N	Expectations: Vo-Ag N	Expectations: Total N
Skilled Labor							
Auto Body Repairman		-	2	2	-	2	2
Barber		-	3	3	1	2	3
Brick Mason		-	2	2	-	2	2
Carpenter		-	3	3	-	8	8
Chef or Cook		-	-	-	-	2	2
Electrician		1	17	18	-	12	12
Heavy Equipment Operator		1	2	3	-	2	2
Machinist		-	16	16	-	16	16
Mechanic		2	34	36	2	30	32
Plumber		-	-	-	-	1	1
Pipefitter		1	1	2	-	1	1
Radio and T.V. Repairman		1	1	2	1	1	2
Refrigeration Repairman		-	-	-	1	1	2
Welder.		2	13	15	3	21	24
Sub-Total	N=	8	94	102	8	101	109
	%=	7	24	20	7	25	21
Semi-Skilled							
Factory Worker		-	13	13	4	30	34
Military Service		1	10	11	3	16	19
Oil Field Worker		-	3	3	-	-	-
Policeman		1	3	4	2	1	3
Postman		-	2	2	-	2	2
Steel Worker		-	3	3	-	3	3
Truck Driver		-	3	3	1	4	5
Sub-Total	N=	2	37	39	10	56	16
	%=	1	9	7	9	14	12
Unskilled							
Construction Worker		-	17	17	11	47	58
Farm Worker		-	3	3	1	17	18
Forest Worker		-	-	-	3	7	10
Sub-Total	N=	-	20	20	15	71	86
	%=	-	5	4	13	18	16
TOTAL	N=	117	400	517	117	400	517
	%=	100	100	100	100	100	100

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APPENDIX B

Questionnaire

PART A - Personal

1. Size of high school:
   ( ) 1. less than 200 ( ) 2. more than 200
2. Vocational agricultural training:
   ( ) 1. none ( ) 3. 2 years ( ) 5. 4 years
   ( ) 2. 1 year ( ) 4. 3 years
3. Age:
   ( ) 1. 16 or less ( ) 2. 17 ( ) 3. 18 ( ) 4. 19 or more
4. Health:
   ( ) 1. Excellent ( ) 2. Good ( ) 3. Fair ( ) 4. Poor
5. Vision:
   ( ) 1. Excellent ( ) 2. Good ( ) 3. Fair ( ) 4. Poor
6. Hearing:
   ( ) 1. Excellent ( ) 2. Good ( ) 3. Fair ( ) 4. Poor
7. Physical defects:
   ( ) 1. None ( ) 2. Minor ( ) 3. Serious ( ) 4. Major
8. I live in:
   ( ) 1. the country on a farm
   ( ) 2. the country, but not on a farm
   ( ) 3. a small town (less than 2,500 population)
   ( ) 4. a large town (2,500 to 10,000 population)
9. Parents are:
   ( ) 1. both living ( ) 3. father dead ( ) 5. separated
   ( ) 2. both dead ( ) 4. mother dead ( ) 6. divorced
10. Father's occupation is (or was) _____.
11. Mother has (or had):
   ( ) 1. a full-time job outside the home
   ( ) 2. a part-time job outside the home
   ( ) 3. no job outside the home
12. Father's annual income is:
   ( ) 1. less than $999 ( ) 6. $5,000 - $5,999
   ( ) 2. $1,000 - $1,999 ( ) 7. $6,000 - $6,999
   ( ) 3. $2,000 - $2,999 ( ) 8. $7,000 - $7,999
   ( ) 4. $3,000 - $3,999 ( ) 9. $8,000 or more
   ( ) 5. $4,000 - $4,999 ( ) 10. I don't know
13. If your mother works outside the home, her annual income is:
   ( ) 1. less than $999 ( ) 5. $4,000 - $4,999
   ( ) 2. $1,000 - $1,999 ( ) 6. $5,000 - $5,999
   ( ) 3. $2,000 - $2,999 ( ) 7. $6,000 or more
   ( ) 4. $3,000 - $3,999 ( ) 8. I don't know
14. How many brothers and sisters do you have:
   ( ) 1. none ( ) 3. 3 or 4 ( ) 5. 7 or 8
   ( ) 2. 1 or 2 ( ) 4. 5 or 6 ( ) 6. 9 or more
15. I consider my parents to be:
   ( ) 1. important people in the community
   ( ) 2. average people in the community
   ( ) 3. unimportant people in the community
16. My parents are considered by most people in the community to be:
   ( ) 1. important people ( ) 3. unimportant people
   ( ) 2. average people

17. The girls I would like to date are from:
( ) 1. important families ( ) 3. unimportant families
( ) 2. average families
18. The girls I would like to date live in:
( ) 1. the country on a farm
( ) 2. the country, but not on a farm
( ) 3. a small town (less than 2,500 population)
( ) 4. a large town (2,500 to 10,000 population)
19. I consider myself to be a:
( ) 1. popular person ( ) 3. unpopular person
( ) 2. average person
20. I make friends:
( ) 1. easily ( ) 2. fairly easily ( ) 3. with difficulty

PART B - Occupational

1. Father's occupation is classified as:
( ) 1. Professional ( ) 4. Supervisory ( ) 7.Skilled labor
( ) 2. Technical ( ) 5. Sales ( ) 8.Semiskilled labor
( ) 3. Managerial ( ) 6. Clerical ( ) 9.Unskilled labor
2. Father works in:
( ) 1. agriculture ( ) 6. mining
( ) 2. construction ( ) 7. service and miscellaneous
( ) 3. finance, insurance & real estate ( ) 8. retail and wholesale trade
( ) 4. government ( ) 9. transportation and utilities
( ) 5. manufacturing ( ) 10. other
3. Father considers his occupation to be:
( ) 1. Excellent ( ) 2. Good ( ) 3. Fair ( ) 4. Poor
4. Mother considers my father's occupation to be:
( ) 1. Excellent ( ) 2. Good ( ) 3. Fair ( ) 4. Poor
5. I consider my father's occupation to be:
( ) 1. Excellent ( ) 2. Good ( ) 3. Fair ( ) 4. Poor
6. I often wish my father had a different occupation:
( ) 1. Yes ( ) 2. No
7. I would like to work in the same occupation as my father.
( ) 1. Yes ( ) 2. No
8. If I decided to develop a farm or business of my own the capital needed to begin would come from:
( ) 1. parents ( ) 4. savings
( ) 2. other relatives ( ) 5. other _____
( ) 3. lending agencies
9. I like to:
( ) 1. work with people ( ) 2. work by myself
10. Interest in agricultural work:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none
11. Interest in construction work:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none
12. Interest in finance, insurance and real estate work:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none
13. Interest in government work:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none

14. Interest in manufacturing work:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none
15. Interest in mining work:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none
16. Interest in service and miscellaneous work:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none
17. Interest in retail and wholesale trade:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none
18. Interest in transportation and utilities work:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none
19. Where would you prefer to work:
( ) 1. Mississippi
( ) 2. Ala., La., or Tenn.
( ) 3. Other Southern States
( ) 4. Southwest
( ) 5. East
( ) 6. Midwest
( ) 7. West
( ) 8. Foreign Country
20. How much annual income do you think you would need to make a comfortable living:
( ) 1. Under $2,999
( ) 2. $3,000 - $3,999
( ) 3. $4,000 - $4,999
( ) 4. $5,000 - $5,999
( ) 5. $6,000 - $6,999
( ) 6. $7,000 - $7,999
( ) 7. $8,000 - $8,999
( ) 8. $9,000 or more
21. Interest in professional work:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none
22. Interest in technical work:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none
23. Interest in managerial work:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none
24. Interest in supervisory work:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none
25. Interest in sales work:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none
26. Interest in clerical work:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none
27. Interest in skilled work:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none
28. Interest in semiskilled work:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none
29. Interest in unskilled work:
( ) 1. much ( ) 2. some ( ) 3. little ( ) 4. none
30. Check one occupational group in each column

Occupational group	I would like to work in this group	I probably will work in this group
Professional		
Technical		
Managerial		
Supervisory		
Sales		
Clerical		
Skilled labor		
Semiskilled labor		
Unskilled labor		

31. Check one industry in each column

Industry	I would like to work in this industry	I probably will work in this industry
Agriculture		
Construction		
Finance, Insurance & Real Estate		
Government		
Manufacturing		
Mining		
Service & Miscellaneous		
Retail & Wholesale Trade		
Transportation & Utilities		

32. The occupation I would like to enter is: _____

33. If you will not enter the above occupation, the major reason will be:
    ( ) 1. physical defects
    ( ) 2. lack of necessary abilities or skills
    ( ) 3. can not continue education beyond high school
    ( ) 4. preparation or training time is too long
    ( ) 5. other

34. The occupation I will probably enter is: _____

35. Before making my occupational choice:
    ( ) 1. I gave the matter a great deal of thought
    ( ) 2. I gave the matter some thought
    ( ) 3. I gave the matter little thought

36. In my choice of occupation:
    ( ) 1. my mind is made up
    ( ) 2. I think my mind is made up
    ( ) 3. I have not fully decided

37. I received most information about the occupation I will probably enter from:
    ( ) 1. books and magazines
    ( ) 2. radio and television
    ( ) 3. people working in the occupation
    ( ) 4. occupational pamphlers
    ( ) 5. guidance counselor
    ( ) 6. other

38. What subject had the most influence on your occupational choice?
    ( ) 1. Business
    ( ) 2. English
    ( ) 3. Mathematics
    ( ) 4. Science
    ( ) 5. Social Studies
    ( ) 6. Trade and Industrial Education
    ( ) 7. Vocational Agriculture
    ( ) 8. Other

39. What is the main reason for your occupational choice?
    ( ) 1. Interest in work
    ( ) 2. Number of hours one must work
    ( ) 3. The social standing of the occupation
    ( ) 4. The availability of the job
    ( ) 5. The good one can do
    ( ) 6. The money one can make

40. For the occupation I probably will enter, my ability is:
    ( ) 1. above average
    ( ) 2. average
    ( ) 3. below average
    ( ) 4. I don't know

41. Which person had the most influence in helping you decide on an occupation?
    ( ) 1. Father
    ( ) 2. Mother
    ( ) 3. Brother
    ( ) 4. Sister
    ( ) 5. Other relative
    ( ) 6. Friend
    ( ) 7. Minister
    ( ) 8. Teacher
    ( ) 9. Guidance Counselor
    ( ) 10. Other

42. When did you choose the occupation you will probably enter?
    ( ) 1. In grammar school
    ( ) 2. In the 9th grade
    ( ) 3. In the 10th grade
    ( ) 4. In the 11th grade
    ( ) 5. In the 12th grade